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Department of Superintendence, Cincinnati, February 22-26, 1925.

HISTORY OF AMERICAN EDUCATION

There is need of a History of American Education so clearly outlined and so winnowed of incidentals as to give the creative events so that every teacher, at least, will have them ever at command. It is appreciation of such need that leads to the present editorial.

Creative educational history is made in waves as are all industrial history, inventions, and other public functionings. It is both useless and senseless to think that even genius can make a success of anything at the wrong time. Banks have induced persons to deposit millions of dollars from January to December that they may have abundance for Christmas, and millions of toys are on display in shop windows as soon as the Post Offices say "Mail Christmas Parcels Early."

The great educational creations have been in twenty years after the Revolutionary War, in the twenty years from 1830 to 1850, and in the twenty years after the return to specie payment, 1873 to 1895. The first two of these creations were led by great non-professional men, and the third was led by great professional men.

It is comparativly easy for every teacher to have this history always at command. "The Ordinance of '87"—1787—was a wonderful educational creation which made possible the fabulous educational progress of the country beyond the Alleghanies. It was due to the marvelous foresight of Washington, Jefferson, Franklin, and their noble associates.

The creation of public school sentiment, of teacher training at public expense, and administrative supervision between 1830 and 1850 was the result of such leadership as that of Charles Sumner, Edward Everett, Thaddeus Stevens, Henry Barnard and Horace Mann, none of whom was a professional educator when he entered upon the great crusade.

The third series of educational creations were grouped around professional supervision, the appreciation of children, especially in the adolescent years, the adaptation of secondary education to non-bookish adolescents, led by Francis W. Parker, G. Stanley Hall, John Dewey, and Charles W. Eliot.

Since 1895 there have been great creative activities in education, possibly eventuating in great achievements, but the outstanding fact is that there is no leadership by great statesmen in Congress, in Legislatures, in the press or on the platform, and no evidence of leadership among the technically great educators, if we may judge by the two leading educational issues—the Department of Education and Child Labor Legislation.

It is all right to discount the claims to leadership of the president of the greatest American university, and of the man under whose leadership the universities have received fabulous sums, but that does not account for the silence of practically every university president of the country on these two outstanding creative educational aspirations.

We must confess that whatever of educational history we are now making is without such leadership as there was in the great progressive crusades with Washington, Jefferson, and Franklin, of Sumner, Everett, and Stevens, of Parker, Hall, Dewey, Eliot, and Russell.

What is there to take the place of such statesmen of such professional leadership? The natural answer is "organization." Education is organized as it never was from 1787 to 1895. This might be a satisfactory solution if the "organization" was all on the creative

side, but one can readily see that anti-Department of Education and anti-Child Labor people are organized under brilliant leadership with limitless capital.

The one outstanding question now is: Can the friends of creative educational history organize the friends of education in cities and in states, in sections and in the nation effectively in crusades for educational righteousness? North Dakota proved that it could be done in ten days. In bond issues in a hundred cities it has been shown that it can be done as it was done in Philadelphia.

If educational history must be made by organizations, then organizations must be made effective. If we have not educational statesmen, if assumed great educators will not lead educationally, if educational leadership must be demonstrated in creating organized effort, then we must magnify skill in organizing the friends of education.

FIFTY YEARS AGO

The creation of the New England Journal of Education in 1875 was of greater significance to education than any other one event in the twenty-five previous years, and it is more important that students of educational history know the conditions of America from 1873 to 1875 than of any other three years since 1875. This makes our Fiftieth Anniversary issue of surpassing importance.

Not to appreciate the birth throes of America, financially, industrially, commercially, agriculturally, politically, socially, and educationally, in the years 1873 to 1875 is to be historically illiterate.

It was America's New Birth in business, in statesmanship and in education.

The resumption of specie payment, the making of a dollar bill as good as a silver dollar, of a five-dollar bill as good as a five-dollar gold piece, was the signal for all the wonderful creations of those three years. The financial readjustment was ultimately as glorious as April showers that settle the frost-created mud in New England.

Inventions of all kinds created industries, electrical appliances transformed home and community life in cities and villages. Agriculture was a new industry when Iowa and neighboring states raised corn instead of wheat, and selling corn on the hoof made packing houses a new creation from Chicago to Cambridge and Somerville in Massachusetts. There was no shop, no store, no home, no person under the stars and stripes that was not new born in those years, fifty years ago.

Universities, normal schools, and other public schools, college presidents and city superintendents, teachers and boards of education had growing educational pains. Everybody wanted something more, something better in education. There was the nervous restlessness of early spring days in nature and human nature.

Thomas W. Bicknell of Rhode Island was the man with industrial virility and mental alertness to see the real need of the hour. A book publisher in Maine was fathering a state educational paper; New Hampshire had a weakling; the Massachusetts Teacher was the most pretentious affair, but the Rhode Island Schoolmaster and the Hartford Courant were the nearest prosperity of any of the New England ventures.

Messrs. Bicknell of Providence and Chatfield of Connecticut were the plungers who risked all in the first educational weekly magazine and published it in Boston. Every New England state took a lively interest in the really wonderful educational creation.

I was interested incidentally because I was one of the three schoolmasters editing and managing the Massachusetts Teacher and was among the first to feel the relief that came with the Bicknell-Chatfield heroic adventure, and I wrote for the new creation incidentally the first year and every year, but it was merely a by-play with me for eleven years.

Mr. Bicknell's first startling convention success was in 1878, when he made a fabulous success of a meeting of the American Institute of Instruction at Fabyan's in the White Mountains. The American Institute of Instruction was created in 1830 and lived a quiet life for near seventy years, but it lacked the virility to adapt itself to the new life after the new birth of things in 1873-5. This gave Mr. Bicknell an opportunity to plunge in association making, and the meeting was really wonderful.

We were there and editorialized on it exuberantly for one of the Boston daily papers. Too much cannot be said of the wonderful success of the meeting, which paid all bills, and there were many of them, and left something in the treasury for the first time, and it was made a Bicknell Fund.

That Bicknell meeting of the American Institute of Instruction at Fabyan's in 1878 attracted nation-wide attention and extended the influence of the New England Journal of Education far beyond its New England limits.

Thomas W. Bicknell's great achievement was his noble service to education in the creation of a financially live, professionally progressive National Association at Madison in 1884. That was the first meeting of any appreciable size. The attendance had rarely reached three hundred, and his meeting went into the thousands. The finances had always been in a bad way, if it can be said to have had any finances.

Too much cannot be said in praise of that Madison meeting, but there would have been no Madison meeting in 1884 had there been no Fabyan's meeting in 1878, and there would have been no Fabyan's meeting in 1878 had

there been no New England Journal of Education created in 1875.

There has been nothing in educational history to compare with the coming into action of Thomas W. Bicknell in 1875-1878-1884. It was like Sheridan in the Shenandoah, like Foch's assuming command of the armies of the Allies. The National Education Association was born in Philadelphia in 1857. It was a bad time for the birth of anything educational. Public attention was focused on things political rather than educational. William E. Sheldon of Massachusetts was secretary of that first meeting, a fact of more than apparent significance because he played an important part at several critical hours in the history of the Association.

The first real meeting was in Harrisburg in 1865. The war was over, peace was the slogan and the victorious Union was a new creation, and Pennsylvania—the Pennsylvania of the Declaration of Independence, of the Constitutional Convention, of Valley Forge and Gettysburg—was the right place for the meeting of 1865. S. S. Greene of Providence was president and Thomas W. Bicknell was present for the first time. To be sure there were fewer than three hundred present, all told, but there was a new spirit, a forward looking body of school men. From 1865 to 1883 great men had met, and great themes were discussed. There was great intellectual wrestling. There was no paper read that did not stir up a fierce discussion. Practically all the talking was by a few great men and the same topics were up year after year, but there was never an audience.

After Bicknell's great meeting at Fabyan's in 1878 there was much restlessness over the smallness of the audiences of the National Association and the absence of any general interest in the topics.

In 1880 the meeting was at Chautauqua. A heroic effort was made to get an attendance, and it was an improvement. There was a feeling that the attendance would be larger if the meetings were at some resort. The hotels of Saratoga were ready to make a low rate as the meeting was before their season opened. They were glad also to give free entertainment to the officers. This was responsible for the meetings there in 1882 and 1883, on both of which occasions William E. Sheldon was again secretary. The second year the American Institute of Instruction met at Saratoga at the same time, which made a respectable meeting for attendance. Mr. Bicknell had in 1880 created the Educational Council and was president from the first.

There was a feeling in Saratoga even in 1882 that Mr. Bicknell was more or less, more rather than less, responsible for the better attendance, and in 1883 this took the form of a popular demand for Mr. Bicknell as president. He was elected, and he put into it all the fire and ambition of 1878. He arranged with publishers for their ardent support. The railroads for the first time collected the membership fee of $2 with the sale of the tickets and sent the Association checks for the full membership fees.

There was no Government interference with railroads and free tickets to excursion promoters were easy. Dr. Bicknell went far and near in the promotion of excursions to Madison, and aroused great enthusiasm.

For the first time Boston was enthusiastic and E. C. Corrigan, a rare personality, a man in close touch with an important group of Boston principals, handled excursions and publicity.

The Madison meeting was a whooping success in program, in attendance and in finance, and the foundation was laid for the fund of the National Education Association of today.

William E. Sheldon, the advertising manager of the Journal of Education, Dr. Bicknell's magazine, had been a Boston master at one time, a very prominent Boston master, but for some reason he was very unpopular with the group of Boston masters with whom Mr. Corrigan was closely affiliated, and Mr. Sheldon took slight part in the Madison meeting, but despite his modest part at Madison he was elected secretary for 1885, and again for 1886, and then president for 1887, and his meeting in Chicago was a world wonder, but the friendship of some very influential Boston masters was lost to the National Education Association and was not wholly recovered until the Boston meeting of the Department of Superintendence in 1893, which was probably the most interesting meeting the Department had until after 1918. At the Authors' Luncheon all superintendents and their wives saw Oliver Wendell Holmes—his last public appearance—and heard him read the last lines he ever wrote for the public. There were eighteen other authors of note whom the superintendents met and with whom they could converse freely. There were Edward Everett Hale, Thomas Wentworth Higginson, J. T. Trowbridge, Hezekiah Butterworth, Julia Ward Howe, Mary A. Livermore, Louise Chandler Moulton, Helen Winslow, and others.

BICKNELL'S ACCOUNT OF THE MEETING OF 1884

The program of 1884 is a composite study, and is a fair expression of the mental and educational attitude of its makers. Looking over all our states one man stood out as the premier in position, education, and statesmanship, Dr. J. L. M. Curry, of Virginia, agent of the Peabody Fund, which aided so much in the reconstruction of our states after the Civil War. His topic was "Education and Citizenship." His oration was the capsheaf of National unity, National education, and oratory.

"There is a fitness of things in the fact that this grandest and most numerous assemblage

of educators and teachers that ever came together on the American continent should meet in the most beautiful as well as the most hospitable capital city of our great Union"—this was the prelude of a discourse that was a fitting key-note to the great Convocation of exercises.

The opening meeting of Wednesday, July 16, was the most remarkable of any educational meeting ever held in any land. The multitude in attendance was far in excess of any hall and the Capitol Park was made the audience room, in the centre of which the speakers were staged. It was an inspiring sight to look out upon such a vast body of American teachers and people. Every state and territory and many foreign lands were represented in the audience, numbered by thousands. On the platform were seated men and women from all quarters—the United States Government, Governor Rusk, and General Fairchild of the Civil War, State officials, the founders of the Association, presidents of colleges, normal schools, state and city superintendents of schools, noted civilians, like Alexander Graham Bell and others; all constituted a group of unusual significance and constructive fellowship. Here were gathered the forces that should found a new educational association and help to reconstruct a new nation.

It was my good fortune to preside at this meeting—it was the creature of my own creation—my own National Association. I was by a divine right, master of ceremonies.

In the welcome services I presented Governor Rusk as "Chief and first of all citizens of Wisconsin." Major Stevens offered us the freedom of a hospitable city. Ex-Governor Fairchild, whose armless sleeve spoke of the Civil War, told us that 5,700 beds had been filled by our advent. "Fifty life memberships is the pledge of our devotion to National Education Association," was the word of State Superintendent Chandler. President Bascom of the State University gave the cordial welcome of the scholars of the Northwest. For the Association Dr. Hagar of Massachusetts, Dr. Zalmon Richards of Washington, Dr. Pickard of Chicago,. Dr. E. E. White of Ohio, and General John Eaton, United States Commissioner of Education, responded in glowing and inspiring words. Of my own address as president, Dr. G. Stanley Hall wrote: "It was the most thorough and as I believe the most able study of educational topics I have ever heard or read." Education in the Northwest was presented by Hon. W. F. Vilas, Postmaster General of the United States. Education in the New South was discussed by Dr. Haygood of Georgia, Dr. A. D. Mayo, Professor Crogman, a negro teacher, and Dr. Jesse of Louisiana. Booker T. Washington of Tuskegee in his book "Up from Slavery" says that my invitation to him, to speak at Madison, was the first he ever received to address a public audience, and adds: "The South sent critics to take notes of my address. They reported that it was all right." Deaf-mute education as related to public education was in charge of Dr. Alexander Graham Bell. Woman's work in education was discussed by Frances E. Willard, May Wright Sewall, Rebecca D. Rickoff, Sarah B. Cooper, Alice E. Freeman, Clara Conway, and Ella W. Somerville, a negro teacher, Washington, D.C.

Indian education was presented by General S. C. Armstrong of Hampton, Captain Pratt of Carlisle, Rev. Albert Riggs of Dakota, with Indian students of the Santee Agency, as wards of the nation.

Elementary education was in the hands of Dr. G. Stanley Hall, John W. Dickinson of Massachusetts, W. T. Harris, Colonel F. W. Parker, and Superintendent George Howland of Chicago. W. T. Harris discussed the relation of the art to the science of education. J. M. Greenwood opened a debate on "What Children Know." The Elementary Department was in charge of Dr. Louis F. Soldan of St. Louis, assisted by Orville T. Bright and Professor H. E. Holt of Boston.

Dr. E. A. Hewett of Normal, Illinois, was president of the Normal Section and was aided by James Baldwin of Missouri, Albert G. Boyden of Bridgewater, and William H. Payne, University of Michigan.

Superintendence, under Butcher of West Virginia, was evolved by Pickett of Kentucky, McPherson of Indiana, and Stevenson of Ohio.

Industrial Education, under the great specialists Calvin M. Woodward of St. Louis and Felix Adler of New York.

The National Council of Education, directed by President E. E. White, held several important sessions for committee reports and conclusions. Dr. W. N. Hailmann, as president, organized the Froebel Institute of North America.

The Educational Exhibition, at Madison, was one of the most attractive, instructive and inspiring features of the 1884 meeting. It was organized into twelve departments, under Hon. James H. Smart of Indiana, as Director General.

Dr. William T. Harris, chairman of the Exposition Committee, said: "In extent and completeness, the Exposition at Madison challenged comparison with the educational exhibit at the Centennial at Philadelphia."

The Madison meeting was not only great in its scope and volume—it was greater still in its tone and temper. From first to last the spirit of unity, sympathy, cordiality, harmony, characterized all its proceedings. The composite parts united and blended in one common purpose and impulse. Not a discordant note disturbed the harmony of the elements, so varied and voluminous. Sectionalism resolved into brotherhood; racial and religious differences were lost in the high tone and fervid

inspiration of the mass. Womanhood came into her ordained lot and psychologic rank as a mighty factor in education. For the first time in the history of educational gatherings a leading woman was called on to preside in the State Capitol, at a great mass meeting. I had the honor of placing the gavel of the president in the hands of Miss Sarah A. Doyle, principal of the Girls' High School of Providence, Rhode Island.

A test of executive authority came on Wednesday evening. A group of negro teachers had arrived at the chief hotel, having engaged rooms in advance, and presented their cards of assignment of rooms. The hotel refused to honor the assignment on account of the color of the holders. I was advised at once of the action of the proprietor and hurried to his office to learn the cause of refusal. He stated that the hotel did not propose to entertain negro educators—that he had no room for colored people. I stated, that as educators our Association had no bar against people of different religions, races, or color; that a contract had been entered into for hotel accommodations and I demanded the keys of the rooms for my stranger clients—giving the proprietor a half-hour to comply. Before the time had elapsed, the keys were in the possession of the claimants, who spent the sessions in peace, at the hotel. Suffice it, this was the solitary case of inhospitality at Madison, traceable to the fact that the hotel proprietor was not familiar with the legal rights of American citizens.

The outlook for excursions from Madison, at the close of the meetings, was broad and fascinating. The Dalles of the Wisconsin, the Great Lakes, the Northwest, Yellowstone Park, the Mountain and Coast Sections, California, Oregon and Alaska—all offered their peculiar attractions and low rail rates opened wide doors of travel. It has been estimated that at least five thousand teachers and their friends took trips of five hundred to twenty-five hundred miles, into lands and scenery altogether new and interesting. In many cases new landscapes and attractive associations led to great changes in professional position. It was a great school of travel that followed the great educational school of the nation's teachers. This was a fraction of the prodigious unit of a national education uprising in 1884 at Madison. Thousands of men and women returned, with bodies healthy and alert from travel, with minds quickened by new associations and instruction and with souls kindled, inspired with a high professional idealism—a new creation—a new brotherhood—a new life.

The Alaska party with which I aligned myself crossed the Continent, took steamer at Tacoma for a sea voyage to Alaska, the then new land of the Northwest. In the midst of glaciers, glacial mountains and rivers, our party dedicated a high mountain peak to the National Education Association, and in a gleeful mood a torrential but formidable glacier was called Bicknell, from its height and activity. This aftermath was a part of the Madison harvest season.

Before adjournment at Madison one of my much desired ambitions was accomplished—the creation of the nucleus of a permanent fund for the support of the Association. A few thousands of dollars, set apart in 1884, has increased to a half million after forty years, the possession of a valuable property at our National Capitol, a salaried secretary, a National Journal of Education, and the permanent home of the National Education Association, in the shadow of the Capitol at Washington, D.C.

STATE NORMAL SCHOOL GROUPS

There were three distinct teacher-training ideas characterized best as the Bridgewater, Oswego, and Millersville ideas—the Bridgewater idea was applied pedagogy, the aim was to train young men as well as young women to teach and supervise teachers as principals.

While Bridgewater was a year later than Lexington, which was transferred later to West Newton and Framingham, it had only three principals in sixty-six years and they were all great schoolmasters. While the Lexington school and its successors had three clergymen as first principals, Nicholas Tillinghast, Marshall Conant and Albert G. Boyden were first and last trainers of teachers. Although created by Horace Mann, there was never the faintest trace of any of the radicalism of Horace Mann. His "Fifth Annual Report," which is still the greatest educational utterance in American education, was the Bridgewater educational gospel, and his "Seventh Annual Report" never had a faintest thrill of respect in Bridgewater.

Oswego was philosophical pedagogy, and Mr. Mann's "Seventh Annual Report" was the American translation of Oswego's Prussian gospel. New Britain, Connecticut, vibrated for a time between the Oswego and Bridgewater gospels, as Albany did between the Bridgewater and Oswego gospels.

Just as Bridgewater insisted upon showing their faith by their works, Oswego estimated the teacher's work largely by his faith.

It was a near war in the West between these two ideals. Oswego had everything its way in Michigan, Wisconsin, and St. Cloud, Minnesota, sweeping over to San Jose, California, until the Bridgewater fellows captured Nor-

mal, Illinois, and carried the Bridgewater idea to Whitewater, Wisconsin; Winona, Minnesota; Peru, Nebraska; Emporia, Kansas; and Los Angeles. Thereafter the lines were rather sharply drawn, though intermixtures were common.

Neither Bridgewater nor Oswego stressed academic scholarship, so Millersville, Pennsylvania, got into the game with much emphasis on academic standards with its pedagogy. The scholarship in the Millersville type of schools was always headed toward college recognition. Everything in Pennsylvania and in the entire South, except Winthrop College, South Carolina, was patterned largely after Millersville.

One reason that Ohio had no State Normal Schools until recently was largely because of dissatisfaction with any of the three professional ideas. E. A. Sheldon gave a halo to the Oswego gospel as did James P. Wickersham and Edward Brooks to the Millersville idea. Dr. Wickersham became a notable representative of the United States at a foreign court, and Dr. Brooks rendered distinguished service as superintendent of Philadelphia schools.

The Bridgewater pedagogy was chiefly championed by Richard Edwards and the famous group of Bridgewater men who made Normal, Illinois, literally world famous. Even Pasadena has, or had recently, an eminent citizen named Nicholas Tillinghast Edwards, enshrining the glory of the first principals of Bridgewater, Massachusetts, and Normal, Illinois.

THE ASSOCIATION FROM 1886 TO 1924

The later history of the Association is well known to many school people, and there is no occasion to give space to any elaborate account of such history. The most interesting feature of this history of near forty years is the way in which important school people have withdrawn their influence as soon as their control of the management is lost. They must be surprised to know that it has never been to the disadvantage of the Association to have any administration retire or be retired. Every administration has considered itself indispensable but none have been indispensable, if we may judge by the greater success of its successor.

Mr. Bicknell made no effort to create an administration, and took no important part in the management after 1884.

There was a great rebellion planned for the Topeka meeting of 1886. It was the first meeting in which we took an active part, and, unfortunately, my social relations had been with the rebels. They were a most interesting group of young men, state superintendents in the West, progressives in every way, and they planned to take over the administration of affairs at the Topeka meeting, and they selected as their candidate for president the most prominent and influential city superintendent of the South, and it looked perfectly easy for them to put over their scheme. The South was practically solid, and the Far West as well as the Middle West seemed to be theirs.

But the young men did not realize with whom they were to contend. N. A. Newell of New York City, Albert G. Lane of Chicago, Albert P. Marble of Worcester, J. M. Greenwood of Kansas City, Aaron Gove of Denver, and not the least effective, William E. Sheldon, were very much in action, and over night the rebellion was over, and none of that very worthy group of aspirants ever attended the National Association thereafter. Mr. Sheldon was elected president, and his meeting in Chicago was a world wonder.

The next year Aaron Gove of Denver had a notable meeting in San Francisco, and as a result of that meeting my interesting educational campaigning in California began, and gave me the comradeship and choice acquaintance of Edwin Markham, David Starr Jordan, Earl Barnes, Edward Howard Griggs, Elmer Ellsworth Brown, J. A. Foshay, Fred Burke, and a renewal of an interesting acquaintance with John Swett.

In 1889 Albert P. Marble had an almost tragic meeting in Nashville, the nearest tragic of any meeting in the sixty-seven years. It was the only meeting in which the color question has played a part. A Mr. Scarboro had written a remarkable article on the color question for The Century Magazine. It gave equal pleasure, South and North, and Mr. Marble gave him a prominent place on the platform. The talent was invited to be guests in the leading homes in the city, and Scarboro was invited to be guest of one of the leading families in Nashville.

Mr. Scarboro wrote Mr. Marble that there had been some misunderstanding; that it evidently was not known that he was a colored man, and offered to withdraw his acceptance of the invitation. To this Mr. Marble would not consent, but there was trouble in the air, which culminated the last day when all Nashville papers reprinted from the home paper of one of the officers a personal letter which that man's wife had written to her sister, giving a hectic account of the whole affair. The state officials of Tennessee and of the cities of the South made heroic effort to avoid further trouble, and the state superintendent of Tennessee was elected secretary of the Association, which made him president the next year. At St. Paul James A. Canfield, 1890, there were rum-

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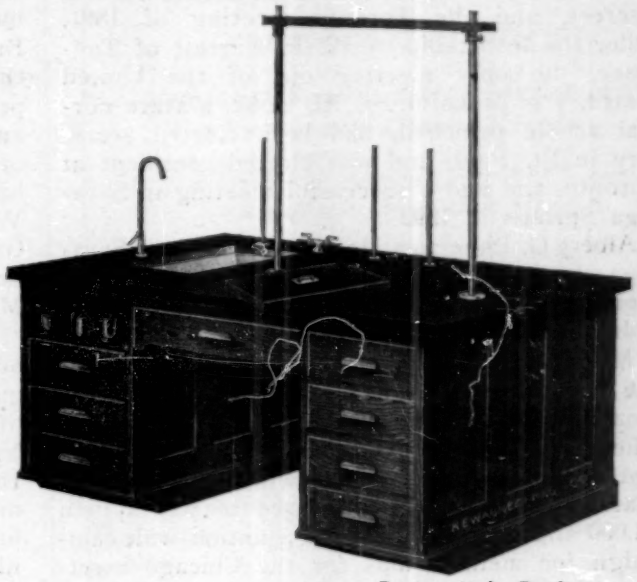

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WHAT LEADING EDUCATORS SAY ABOUT KEWAUNEE

We quote brief extracts below from letters received from a number of well-known educational authorities. Many more could be given if we had the space:

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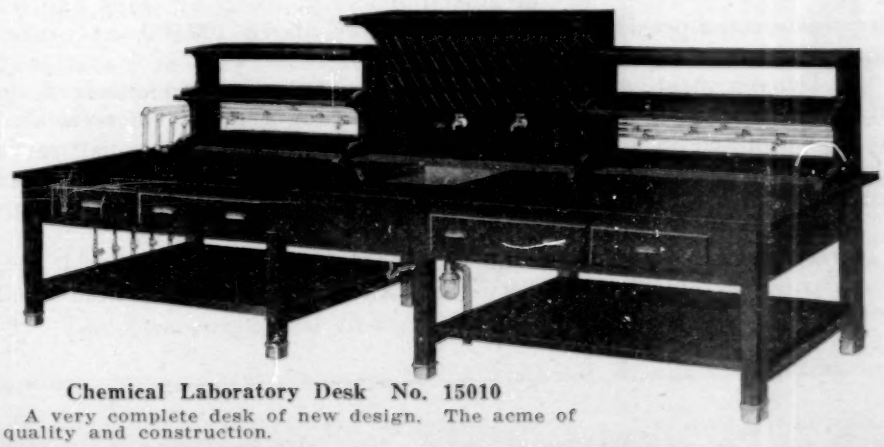

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blings all the time and more or less rebellious attitude, but the management was tactful and discreet, and the Toronto meeting of 1891, under the leadership of W. R. Garrett of Tennesee, the only meeting out of the United States, was peaceful. E. H. Cook, a state normal school principal, had been elected secretary in St. Paul, and was elected president at Toronto, and had a successful meeting in Saratoga Springs in 1892.

Albert G. Lane was elected president at Saratoga Springs in 1892 for the international meeting to be held in Chicago in 1893—the Columbus celebration year.

Mr. Lane was one of the really big men of the Association, and had been chairman of the Board of Trustees of the Permanent Fund. There was intense excitement at the Saratoga Springs meeting of 1892, when a plan was matured and the votes secured to pay a man $4,000 and expenses to make a nation-wide campaign for memberships for the Chicago meeting. It was all set for action when Mr. Lane was elected president, and the executive committee had a good majority for the plan.

We have known few excitements quite equal to that. Mr. Lane revealed the plot to a few men, who threatened a fierce exposure, and Mr. Lane said he would make a speech in the convention denouncing it, and, of course, it died an untimely death.

The Columbus Anniversary Exposition in Chicago in 1893 was successful beyond description. The meeting really lasted three months, though there was really no meeting in the strict sense. It was the most epoch-making of all American Expositions. Teachers from all sections of the country went in great numbers.

A sample of the spirit of the Exposition, which was in action from early April to late October, was a dinner given Henry Barnard by Will S. Monroe, one of the real great events in the history of the Association. It was one of the most notable appreciations shown Dr. Barnard.

The Asbury Park meeting, 1894, was still Albert G. Lane's meeting, as there was no business meeting held at Chicago in 1893. There was a tragic railroad strike just as the trains for Asbury Park from the West were expected to start, and the meeting suffered in attendance.

Nicholas Murray Butler was elected president for the Denver meeting, and his activity was very pronounced until the Denver meeting of 1909, a record of fifteen years quite distinct in management—successful as estimated in those days. There had been no such fifteen years in attendance, in quality of program, or in financial prosperity.

Irwin Shepard was secretary from 1893 to 1912. He was the first salaried secretary, and he remodeled his home for executive headquarters. Much of the financial prosperity of those years was due to the business management of Secretary Shepard, although Dr. Butler took personal pride in the promotion of the business interests of the Association. The presidents were an unusual group of men, among whom were President Charles W. Eliot of Harvard, the most eminent president in the history of the Association, certainly since 1875; William H. Maxwell, O. T. Corson, J. M. Greenwood, Charles R. Skinner, Nathan C. Schaeffer, L. D. Harvey, John W. Cook, James M. Green, E. Oram Lyte, and Edwin G. Cooley.

In 1909 at Denver the management passed out of the hands of the personal friends of the management of fifteen years, and a new order of things came in more or less gradually. J. Y. Joiner of North Carolina was elected in Denver, and presided over the famous Boston meeting of 1910, which in many respects was unparalleled. Of course, the culmination of conflicts was the election of Mrs. Ella Flagg Young to the presidency, and the retirement from all activity in the affairs of the Association of those who had been in leadership until the Denver meeting of the year before.

Since 1909 there have been no serious public tragedies. There have been four women presidents in fourteen years, and only one in the twenty-three previous years. That of itself is a notable compliment to the administration of these years.

It would not be easy to name more successful administrations than those of Mrs. Mary C. C. Bradford, Mrs. Josephine Corliss Preston, Charl O. Williams, and Olive M. Jones.

There have been some very eminent presidents as, for instance, David Starr Jordan, Joseph Swain, David B. Johnson, whose New York meeting in 1916 was never surpassed; Robert J. Aley, Carroll G. Pearse, William B. Owen, George D. Strayer, Fred M. Hunter, and Jesse H. Newlon.

Durand W. Springer of Ann Arbor succeeded Irwin Shepard as executive secretary, and removed headquarters to Ann Arbor, and was in office until in 1917, when it was decided to have the headquarters in Washington, since which time J. W. Crabtree has been executive secretary.

In Secretary Shepard's administration the membership had gone up by leaps and bounds, and is now far above 100,000, at times near 150,000.

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NATIONAL GROUP

In Horace Mann's day in Massachusetts there was no National Education group. The New York Assembly reprinted his Fifth Annual Report for distribution, but he had no personal education associations out of New England, scarcely out of Massachusetts.

Henry Barnard of Connecticut was a better mixer than Horace Mann. He was as much a Rhode Islander as a Connecticut Yankee, and he tried to be a Westerner, trying to be a leader in Wisconsin, and was for a short time the first United States Commissioner of Education. He was always primarily an educator, while Mr. Mann was only incidentally an educator except the first years as secretary of the Massachusetts State Board of Education. He was a reformer in capital letters. He was anti-traditional in everything, first in religion, then in politics, and in politics eighty years ago he was for woman suffrage, was anti-slavery to the nth degree, anti-liquor, anti-tobacco, anti-graveyards, anti-medicine—was a phrenologist and other things. This made it impossible for him to have a group of educators.

Harvard University is an interesting illustration of educational grouping. There have always been famous men in groups at Harvard, Charles Francis Adams and Edward Everett, Louis Agassiz and Asa Gray, Henry Wadsworth Longfellow, Oliver Wendell Holmes and James Russell Lowell, William James and Josiah Royce, George Herbert Palmer and Henry James, Andrew P. Peabody and Francis G. Peabody, Percival Lowell and Edward Charles Pickering, Charles Eliot Norton and N. S. Shaler, Albert Bushnell Hart and Edward Channing.

Similar groups have stood out with the same brilliant comradeship in Yale and Princeton, Bowdoin and Dartmouth, Brown and Williams, Columbia and Cornell, Michigan and California.

The Boston masters for seventy years have moved on in groups. The controversy of the thirty-one Boston masters with Horace Mann cemented them so securely that there was never any acknowledged appreciation of Mr. Mann among them so long as he lived, and in the 'sixties the new blood was not at odds with Boston masters of the 'forties.

The first group of Boston masters whom I knew intimately had such men as John Kneeland, Thomas H. Barnes, Robert C. Metcalf, C. Goodwin Clark, James A. Page, Warren Eaton, D. W. Brown, Quincy Dickerman, George T. Littlefield, and Bentley Young. They were a noble group of schoolmasters. I confess that I have never been able to think that any of their successors had such an influence on their boys as those men had.

There were nine years for the elementary grades, and each master of a boys' school had a sub-master and an usher—the three men, earnest, devoted, inspiring men—leaders of boys.

I was very young when I first knew these men, and I literally worshiped their leadership. I owe more to them than I have ever expressed with pen or voice.

Then came, timidly at first, another group, worshipers of these giants of that day. They had served as ushers and then as sub-masters under these magnetic leaders, and at last they were a group quite distinct in their professional ideals. I had known Silas C. Stone, Charles W. Hill and Leverett M. Chase, as I taught in Newton when they were there winning their way into Boston. I had rowed and fished up the Charles River from before dawn to near mid-day with them, had spent many a day deep-sea fishing with them and I could not look up to them as to the great men whom they succeeded, but I was passionately fond of them.

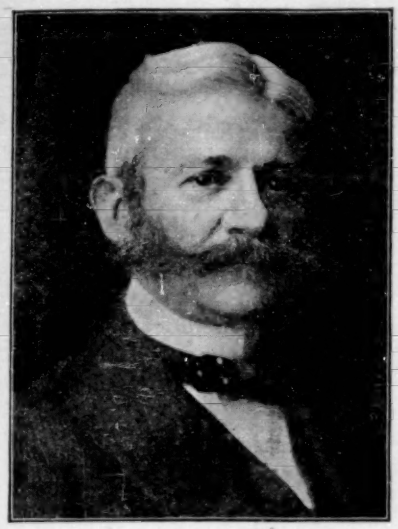
In that group were others, graduates of the Bridgewater State Normal School, men whom I had met as they had returned to Bridgewater at reunions; men like Alfred Bunker, Leander Waterman, Granville B. Putnam, Henry L. Clapp, Fred O. Ellis, Edward Southworth, and Alonzo Meserve.

In this group was an important third element of highly progressive professional men like Charles F. King, A. H. Kelley and Myron T. Pritchard, writers of textbooks of exceptional popularity.

Later came another interesting group, some of whom had been my students at Bridgewater or had been associated with me in some personal or professional way. Prominent among them were Walter S. Parker, Augustus L. Rafter, Samuel J. Bullock, Joshua M. Dill, J. Gardner Bassett, Fred H. Ripley, Henry L. Sawyer, E. F. Kimball, Seth Sears, Herbert L. Morse, Henry C. Parker, Frank M. King, and a host of other kindred spirits who captured Boston elementary schools like a band of crusaders. There was a spirit of comradeship which is most refreshing. They are a much traveled group, knowing Europe and America as none of the earlier groups did. They have been active community leaders wherever they have lived, and all along the Maine coast are summer settlements dominated by these men who have been thrifty financially, high in church circles, and eminent in Masonic and other fraternity functioning.

What has been here said of elementary school teacher groups in Boston we could write with equal familiarity of the teachers of the past fifty years in any New England city of 50,000 population, and of any American city of a quarter of a million people. We have thus particularized on Boston men because it indicates the way in which education moves forward in group waves.

University presidents and city superintendents on a national scale have always played the educational game in groups, so have private school principals.



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SCHOOL OF PEDAGOGY, 1887

In 1892—thirty-three years ago—we had the honor of delivering the graduation address—commencement address we would now say—of the School of Pedagogy on the subject: "Is There a Science of Pedagogy?" This address was published in a booklet by the Woman's Advisory Committee of the University Council of the University of the City of New York. The chair of pedagogy was established in 1887—thirty-eight years ago. This soon eventuated in "The School of Pedagogy," the first school for teachers on the same footing as schools of law and medicine. The requirement for admission was a diploma from a normal school of the State of New York or its equivalent. This was a larger requirement than was then demanded by any school of law or medicine in New York.

We reprint here the two closing paragraphs from an address of thirty-three years ago. Next week we will give our readers that address on "A Science of Pedagogy" of thirty-three years ago. We cannot resist the temptation:—

"America needs recognized leadership in educational philosophy, for without this our public school idea will never materialize; without it there will be no science of education. She needs recognized leadership in experimental psychology, for without this, teaching will not be an art. She needs to be loyal to these leaders, and out of such loyalty to develop many who inspired by philosophy and psychology, will become scholarly in the literature of psychology, and the history of education, and experts in the principles, methods and devices of teaching. Without these pedagogists teaching can never be a profession. The philosophy will give us a science, experimental psychology an art, pedagogy a profession.

"When will any considerable number of people enter upon the educational crusade that shall discover and develop the philosopher, psychologist, and pedagogist? Who will begin it? How shall it be done? The hour has struck; the call is for advance."

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The annual budget for these 14,000 professional students is three million dollars, a figure greater than can be comprehended by any ordinary educator.

The income from student fees is about $1,500,000, which is a vast sum in itself, but there is still a million and a half dollars to be raised each year by the Dean and the Board of Trustees, and it is always raised.

These statements are of themselves beyond appreciation. To say that it is all due to the personality and administrative skill of Dean Russell, who thirty years ago rescued a waif of an institution from the wayside in Columbia University, is inevitable, for there has been nothing comparable to this anywhere in the world. This is so inconceivable that to suggest a parallel future case would be absurd.

There must have been something in the personality of Dean Russell comparable to a combination of Lord Leicester or Pasteur and Charles M. Schwab or Henry Ford—the genius of a great scientific discoverer and the mastery of a great creative promoter.

We have watched this miraculous evolution in a way peculiarly our own. We are, so far as we can discover, about the only man in education who has never been in any sense a student at Teachers College, summer or winter, and has never been on the faculty of Teachers College, summer or winter. This has enabled us to view critically the unfolding of this unprecedented professional institution. There are four things to be accounted for: First, the independence of, or from, Columbia University, with ability to do its own financing, deciding upon its own curricula, and deciding upon its own degrees, what and to whom. Second, the entire independence of its Board Trustees from any interference by any one connected with the University. Third, ability to raise the greatest budget ever dreamed of for a school or a department of education. Fourth, the launching of several lines of wholly original investigations at a cost ranging from a third to half a million dollars each.

What is the pedigree of these four unparalleled achievements? Unless the pedigree of these four strains of pure-blood professionalism can be traced their value is nil.

Dean Russell is a famous breeder of Guernseys. Let me imagine myself visiting his herd and asking: "Where did you get this bull?"

"I don't remember; I saw him somewhere and liked his looks, and so I bought him."

That would be just as sensible as to catalogue the four above achievements to his credit without knowing their pedigree.

We saw all this and all that is to be when Dean Russell saw the great national need, a quarter of a century ago, for university trained men and women to teach non-scholarly adolescents. Stanley Hall had discovered the importance of adolescents who were not scholastically inclined. President Eliot said the school life should be enriched, should meet

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their need in life, but it was high tragedy to send such boys and girls to a high school to be taught by university graduates who had studied nothing but books. The demand for university and college graduates for high schools came like a whirlwind, but there was no place for any one to get a college degree in any non-book work.

Dean Russell's first achievement was when he made Columbia University give a university degree for science in the kitchen as well as in the chemical laboratory, for the art of doing things as well as for ability to know what others had written.

The professional herd book of Teachers College was started then and there, and all four of the great achievements noted above trace their pedigree back to that first famous achievement.

Practically every dollar that has flowed into the treasury for Dean Russell's budgets has come from women and men who have seen that he was doing what was being done at that time in no other university.

We were asked yesterday if Dean Russell doesn't have to live with moneyed men all the time to get hold of them.

Not a bit of it; practically every dollar comes from women and men who simply know that the money he gets will do something that it will do nowhere else.

He has never had a hectic campaign for funds. No one ever insults Dean Russell by saying: "I will give you a quarter of a million dollars if you will beg three quarters of a million dollars from other people."

A quarter of a century ago he said by his act: "We will meet great educational needs as we see them," and every one knows that that strain is in everything he has done in all these years. Everything he does has that pedigree and can be read by a wayfaring man, though a fool, in his herd book.

THE LATER GROUPING

The grouping has changed entirely in recent years, and not to appreciate this is fatal to one's understanding of the signs of the times. In Boston one evening in December we attended a banquet in honor of Dean James E. Russell of Teachers College, New York, a whooping-up group of past students of Teachers College, and one-fifth of the number were a group of forty-three young teachers from one suburban city of 50,000 population. The next noon we attended a banquet in Boston of devotees of Gregg shorthand teachers, and there were as many of them as of the Teachers College bunch. The same man who presided at Dean Russell's festivities spoke longer and with equal ardor at the Gregg

shorthand teachers' gathering. There are a thousand groups that can be called together on a day's notice, any one group of which is larger than any meeting of the National Education Association prior to forty years ago. Such is the new spirit of educational grouping.

A REMINISCENCE

DANIEL A. FRASER

It is with equal pleasure that I congratulate Dr. A. E. Winship and Dr. Thomas W. Bicknell on the occasion of the fiftieth anniversary of the birth of the Journal of Education, Boston, the first educational weekly published on the American Continent.

In his ninety-first year, Thomas W. Bicknell, its founder and first editor, and A. E. Winship, its second and present editor, in his eightieth year, are at this writing in the best of health and much engaged in the lecture field as well as having an important part in various literary and educational enterprises.

The writer asks the indulgence of the reader in referring to himself, while his purpose in doing so is merely to aid him in making clear his points in his tribute to each. I have known both since I was a boy, nearly forty years ago, and to this date I have not known of either one being sick, and as I was in the employ of each several years, and longer than any one now living, perhaps it is not too much to say that I know both better than does any other person.

At the age of seventeen I came to Boston from my home in Canada to look for my first "job." The first I heard of was taken before I found my "prospect." When I found my second, I was graciously received by a well-dressed and very tall gentleman of about six feet five inches. He looked down, and I looked up. Bigness appeals to boys. This, and the courteous treatment made me at once wish for a position with him. After a few words were exchanged between us, he asked for my credentials. I said I had none, that I had worked only for my father while receiving a country academy education, but that if he would see the brother I had in Boston, I was sure that he would hire me. He won my confidence and it seems I gained his, as he promptly replied: "I will give you the job now and see your brother later." The interview lasted about five minutes and the engagement several years, and until the business was transferred to the new and present management.

After I began to work Mr. Bicknell advised me to go to the Boston Evening High School, study at leisure periods, and about a month later he gave me certain books to read along certain lines. I can recall at this writing of but the first two—the Bible and Webster's Dictionary, which were given to me as my first Christmas presents, and inscribed in each: "Daniel A. Fraser. from his friend Thomas W. Bicknell."

These have been much in use and are today among my most precious treasures. The personal interest inspired me not only to greater effort in service, but gave me confidence in him, my own ability, and future, and "the reading and study at leisure periods" continued and later with competent instructors for more than a decade. My experiences were many and varied, chiefly along educational publishing lines, and I cannot conceive today of any better way to start a boy on his career than in the way referred to.

In this writing I will omit what I suspect others will say in their tribute to him as an educator, organizer, and editor, but should this by chance be overlooked, I call the attention of the reader to the issue of June 19, 1924, and October 2, 1924, of the Journal of Education, which contain a record in part of his achievements by the present editor.

A CHANGE OF SCENE.

When A. E. Winship came upon the scene and met me, the contrast was so great that I did not at once feel sure about him. He invited me to a conference of two, and asked me about my work, and I entered into it with such enthusiasm that after a few minutes he said: "We want you in this business as an energizer. I want you to write out for me just how you would run this business." I did so without any hesitation whatever, and handed him the plan. He received it graciously and thanked me and placed the writing in one of the tills of his desk without looking at it, and I haven't the slightest idea that he ever saw it again, but the business went on and prospered just the same. The incident, however, aroused my interest in the business and in my new employer.

My next step was to go to a convention to represent the Journal of Education. He was there and on the program, so I heard him speak, and got tremendously interested. When I got back to the office in the morning, I went at once to him and said: "Mr. Winship, I wish I could talk like you. If I could, I could get thousands of subscribers to the Journal of Education. Will you write out a talk for me so I can give it to a gathering of teachers when I meet them in a body?" He replied: "Yes, certainly." He wrote it out and handed it to me.

This pleased me greatly. I committed it thoroughly to memory, and I was fully impressed with the fact that it was a wonderful talk. I soon realized, however, that this would not be a talk from D. A. Fraser, but from A. E. Winship, so I carefully placed it in one of the tills of my desk as did Mr. Winship my

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plans in his desk and never saw it again.

Very soon after I began to read a series of articles which he wrote in the Journal of Education on "What to Read," "How to Read," and the "Art of Skipping" (in reading). I read and re-read these, and my interest was tremendously aroused because I made up my mind sometime before that there were too many books for any one man to read. So I began at once to read and skip, and skip and read, and found these articles to be of immense value to me ever since.

To my first employer, Dr. Thomas W. Bicknell, and my second, Dr. A. E. Winship, I owe in a large measure what success I have had in my career. The friendship of each for many years has been of invaluable help and inspiration to me.

"The bonds of friendship are the best securities I own."

Do I consider these two men educators? They have been wonderful teachers and educators and are today "super-educators."

(Mr. D. A. Fraser is now the New England Manager of the F. A. Owen Publishing Company, and located in Boston.)

GETTING AN EDUCATION OUTSIDE COLLEGE WALLS

GEORGE W. COLEMAN

Babson Institute, Wellesley Hills, Mass.

My apprenticeship under Dr. Winship on the Journal of Education, covering nearly four years, did for me more than a college education does for most young men nowadays. I spent nearly four years under his tutelage, mostly on the editorial side of the paper, and profited greatly by my experience. Dr. Winship himself had not been in charge of the Journal of Education very long before he kindly made a place for me at the request of my uncle who happened to be his family physician. Although I had served nine months as office boy and clerk on Wade's Fibre and Fabric, just after leaving high school, and on the sly was writing an occasional article for its columns, I began my work on the Journal of Education, sweeping out the offices under the guidance of my old schoolmate, Arthur J. Crockett, who preceded me by a year in his service on the Journal, and therefore had the rights of a sophomore over a freshman.

The echoes of the mighty voice of Thomas W. Bicknell, previous owner and editor of the Journal of Education, were still reverberating through the offices, when I began my work there, and it was not long before I had the

privilege of a personal acquaintance with him which grew into a friendliness that has lasted until now. I came into very close touch with Mr. William E. Sheldon, one time president of the National Education Association, who had special charge of the advertising of both the Journal of Education and the American Teacher, the monthly publication of the New England Publishing Company which cut a big swath in those days. My work in the shipping room brought me in constant contact with Mr. Sheldon, who never failed in a cheery word of friendly encouragement and advice to his aspiring young admirer.

And how well I recall the massive, gaunt figure and terribly serious countenance of Mr. Hiram Orcutt, who managed the Teachers' Bureau connected with the Journal. But he, too, was kindly to the young fellow who went in and out of his office to gather up the mail. Then there was Mr. E. Norris Sullivan, who was righthand man to Dr. Winship in both the editorial and business departments until Mr. Crockett grew into the position of business manager, and Mr. Sullivan himself withdrew to take the leadership in an educational publishing enterprise of his own. Mr. Sullivan seemed a bit younger to me than the other leaders in the business, and I felt very close to him. His confidence in me was another source of inspiration and encouragement. And I shall never forget Miss Southworth, who was Dr. Winship's secretary and versatile all around assistant by whose side I worked in the editorial offices for nearly three years. Miss Warren taught me to read proof, and Mr. Beebe, the foreman of the composing room, gave me my first intimate acquaintance with printer's ink.

And then there was Mr. Greene, who handled the subscription lists and the cash and the books, somewhat older than Crockett and myself, who was still with the Journal the last time I paid a visit to its publishing office. He was tall, spare, and of sandy complexion, with a kindly eye that could be keen as a razor. He was much like an elder brother to Crockett and myself, a judge to whom we could appeal when we quarreled over the division of the work in cleaning up the offices.

Dr. Winship was then what he is now, an incessant traveler, a constant lecturer, a facile writer, and an everlasting friend to every good cause, and a quick helper to everyone in need. The training I got in reportorial and editorial work under his guidance has stood me in good stead ever since. He was patient, generous, and helpful toward his young cub reporter, giving him liberty, putting responsibility upon him, and requiring satisfactory results. He soon gave me charge of the news pages, sent me out to report teachers' conventions, made me acquainted with scores of men and women noted in the educational world who made a continuous procession in and out of his office. How grateful I was to one of his younger contributors, Myron T. Pritchard, for long years principal of the Comins School in Boston, who took a keen interest in my literary activities, and toward whom I still feel a deep attachment! Then there was the scholarly and dignified older man, Larkin Dunton, principal of the Rice Training School, if I remember correctly, who was contributing an extensive series of articles on "The Physiology of Psychology."

And there were other friends of the editor not in the educational field who, nevertheless, made a deep impression upon my receptive nature as they came in to discuss with Dr. Winship the affairs of the Congregational Club or the calling of a minister to some vacant pupil. I remember particularly well the courtly and gracious Gideon Francis Holmes, treasurer of the Plymouth Cordage Company, whose son and successor in that position I am proud to count among my friends.

When I first went to the New England Publishing Company an illustration rarely appeared on the pages of any of its periodicals, and when one was absolutely necessary we could only resort to a wood-cut engraved by hand and more or less expensive. It was about this time that the photo-engraving process was in its infancy. Dr. Winship entrusted to me the development of the illustrative features of both the Journal of Education and the American Teacher. For three years I was the draftsman for every illustration that appeared in these publications, and I was allowed to place an order for the first half-tone cut that we had ever used. If I remember rightly, it cost about a dollar a square inch, and was of a size about six by four inches. It was a reproduction of a picture of a group of educators.

There was nothing of the artist about me, but I was a good mechanical draftsman, and had some inventiveness in methods and design, which served well to pull me through many a tight place. Never shall I forget my consternation when Dr. Winship's faith in my pictorial powers led him to send me over to the Massachusetts Bureau of Statistics of Labor to draw for reproduction illustrations of their new machinery for tabulating statistics. Fortunately the subjects were purely mechanical, and by dint of some extraordinary manœuvring I succeeded in getting drawings which passed muster and duly appeared on the pages of the Journal. I have never done anything since of which I was more proud, but I have had the good sense to be satisfied with that accomplishment in that line. Without Dr. Winship's confidence and trust in me I never would have had the courage to see it through.

Well do I remember one summer going up to Bethlehem to attend the annual meeting of the American Institute of Instruction. If I mistake not, it was there that I first saw and

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fell in love with Ray Greene Huling, then principal of the New Bedford High School. Such dignity and charm, strength and poise, not only as presiding officer, but in every smallest personal relationship, I had never seen before, and it made a deep impression which has never been effaced through all these more than thirty-five years. Long afterward Mr. Huling and I came into the closest fellowship in our work together in the Boston Baptist Social Union; and this intimate contact never lessened in the slightest the charm of my first and more distant view of his strikingly beautiful Christian personality.

It was in the summer of 1888, when I had been in his office only a little over two years, that Dr. Winship entrusted me with a great commission and afforded me the finest privilege of my young life. He sent me to the San Francisco meeting of the National Education Association to assist Mr. Sheldon in reporting those meetings for the Journal. That was my first opportunity to get outside of New England, and the pleasure and profit of that trip have been an intimate part of my life ever since. Mr. Sheldon was high in the counsels of the National Education Association and trusted his young scribe to the point of allowing him to write the whole report covering pretty nearly the entire space in one issue of the Journal. That was a great experience for a lad of twenty-one and did me a world of good. Some of the incidents and scenes of that convention and the life of San Francisco at that time are still vivid memories in my recollection. The trip also gave me a first-hand impression of the greatness and richness of our national domain which ought to be a part of the education of every young American. How vividly I can still recall meeting with one of my news correspondents in Colorado, C. H. Frowine of Manitou Springs! He was superintendent of schools, if my memory serves me correctly, and was also interested in the newspaper of the town. A year or two later, when he came to Boston with his lovely bride, I had the pleasure of renewing fellowship with him. It is probably thirty years or more since I have had occasion to recall these incidents, and yet the name and even the initials come to me at once, thus indicating the deep impressions made upon me during those formative years in Dr. Winship's office.

Being a rather serious-minded lad with a strong infusion of Puritan rigor in my blood, I was quite staggered one day when Dr. Winship, in an intimate discussion of the philosophy of life, said: "I have never done anything that I didn't like to do." Somehow or other I had gathered a rather strong impression that, if there were anything that one disliked very much to do, he must summon all his energies and employ all his resources to do that thing. It was not until long years afterward that I came to fully understand the significance of Dr. Winship's striking confession. He took joy in all work and in every relationship of life and withal was exceedingly versatile. He could make a brilliant address, write a fascinating article, mix happily with a bunch of jolly good fellows, preach a good sermon, boost a good cause, take a journey across the Continent and back as though it were a picnic excursion, take a lively interest in politics, edit a daily paper, and successfully manage his own business affairs, and never miss a meal or lose an hour's sleep, and show up every morning as fresh as a daisy. Little wonder that he could truthfully say that he never did anything which he disliked to do. After nearly forty years of earnest effort to penetrate that philosophy and practice its application to life I must confess that I understand it a great deal better.

For years I have myself been intensely engaged in a wide variety of activities, and I am having joy and satisfaction in every phase of it. I sweat blood over some of those drawings for the pages of the Journal, and only found delight in the results accomplished. But after many years of drudgery in meeting the obligations of public speaking I have actually come to the place where speech-making is not anything like the bugbear it once was.

Although my tastes and desires were all in the direction of editorial work, when Mr. Crockett fell dangerously ill and was away from the office for months, Dr. Winship insisted on my taking charge of the business office. I was astonished myself to see how easily I could handle business routine, and no doubt it was this experience that led me soon afterwards to turn aside from editorial work and give my whole attention to the business side of publishing.

When the restlessness of growing pains made me seek other worlds to conquer, and I left the Journal to embark upon an adventure to Buenos Aires as newspaper correspondent for several American publications, Dr. Winship gave me every encouragement and valuable assistance in gathering letters of introduction to people high up in educational affairs in the Argentine. And when a month after sailing from Boston on a four-masted schooner I returned a ship-wrecked mariner with nothing left but a few rags on my back it was Dr. Winship who put my column-and-a-half narrative of the loss of our ship in the columns of the Boston Sunday Herald. Within three days after my return from this perilous voyaging Dr. Winship had thrust me into the business management of the struggling but hopeful monthly publication known as "The New England Magazine," which was then being edited by Edward Everett Hale and Edwin D. Mead. General Joshua L. Chamberlain, one-time Governor of Maine, was the president of the company and the financial angel behind the enterprise.

That was the kind of support Dr. Winship gave his young protégé, and all through the long years since those days he has never failed in manifesting toward me a large

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measure of good will and friendly backing.

It was a keen delight to me long years afterward, when the Ford Hall Forum meetings had loomed large in the public eye, to have the pleasure of inviting Dr. Winship to that platform as the speaker of the evening. I was the master of ceremonies, and he was subject to my jurisdiction.

And I was one of three whom he invited to join with him twenty years or more ago in establishing what has come to be the famous Puddingstone Club of Boston. In this fellowship I find him manifesting without abatement the same delightful friendliness and dispensing the same brand of inspiration with which I had become acquainted years before. It is just impossible for me to believe that he carries the years to which he is entitled according to his birth certificate. My frequent contacts with him give not the slightest evidence of any lessening ardor, any weariness of the body, any slowing up of his naturally quick mental processes, or any diminution of his wholesome, optimistic outlook on life.

Dr. Winship has carried the Journal through nearly four-fifths of its half century of usefulness. To have survived all the vicissitudes of business and professional life all these years has called for a degree of sound judgment, quick adjustment, and persistent industry reflecting large credit on such leadership. I marvel at what Dr. Winship has accomplished and feel I have yet to learn many valuable lessons from his long and successful career.

THE FIRST MEETING OF THE N. E. A. I ATTENDED

HOMER H. SEERLEY

Iowa

This opportunity came at the Baltimore meeting in 1876. The permanent impressions I received were: (1) The smallness of the enrollment at the convention; (2) the little attention that the convention attracted in the country at large, and in Baltimore in particular; (3) the small audiences that assembled to hear the discussions of the most prominent educators; (4) the remarkable acquaintance with distinguished school men that I acquired in the week's session; (5) the great questions that were considered; and (6) the serious earnestness of those who were members.

It was here I met Commissioner John Eaton, Superintendent Zalmon Richards, President Edwin C. Hewitt, Superintendent Josiah L. Pickard, President E. E. White, Principal C. C. Rounds, State Superintendent M. A. Newell, President-elect D. C. Gilman of Johns Hopkins University, Principal A. G. Boyden, Hon. A. D. Mayo of the George Peabody Fund Commission, Professor Edward Olney of Michigan, Superintendent W. T. Harris, Principal Louis Soldan, Treasurer N. A. Calkins, Secretary W. D. Henkle, Professor B. A. Hinsdale, Eli T. Tappan, A. P. Marble, J. H. Hoose, and others of such type of character and training who were then laying the broad foundations on which the later N. E. A. was to be erected.

To have had the privilege of such associations for a full week, to get into the atmosphere of the great thinkers of this period, to secure the inspiration of their enthusiasm and their intelligence was an experience that the young teacher could not fully appreciate until time had given perspective to his realization.

There were not over 200 persons enrolled at this meeting, and that included the life members who did not pay annual fees. The financial question was the most prominent one. The teachers of Baltimore gave the entire membership a boat ride down Chesapeake Bay to Fair Haven, where a shore dinner was served and a good time enjoyed. On the return from this forty-mile excursion that evening a business session was held at which enough money was pledged in life memberships and in the taking of extra volumes of the proceedings to guarantee that the floating debts could be paid and the volume of papers and proceedings could be issued. This convention interested me very much because of the fact that it was supposed to be necessary to have two assistant secretaries and three assistant treasurers to handle the business that accumulated.

It was a notable time at which this meeting occurred as Johns Hopkins University was to open its doors for its first session, the only real American University, it being endowed by the largest single donation ever made in the history of the world for the establishment of higher education; the city of New York had just completed the noblest common school building in America as a free high school and normal college for girls, supplementing her free academy for boys, and the city of Albany had dedicated her "first free high school house" after a contest of two hundred and fifty years over American educational tendencies.

It is needless to say that these things united with the Centennial Exposition at Philadelphia gave a chance for oratory and for optimism that has rarely been equaled in the conventions since that day. "The Country School Problem" was ably presented, "The Moral Element in Education" was effectively considered. "The Normal Schools, Past, Present, and Future" was strongly treated in an admirable way; Dr. W. T. Harris gave a report on "A Course of Study from Primary School to University" that is still worth studying; "The Problems of Education in the South" was given great attention, and resolutions were passed (1) endorsing the National Bureau of Education; (2) the proposed National University; (3) commending the program, the officers and the entertaining city and state, and (4) announcing education as next to liberty in the prosperity of the Republic.

The N. E. A. at that time had five depart-

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ments—Superintendence, Higher Instruction, Normal Instruction, Elementary Instruction and Industrial Instruction. The financial business was managed by a Board of Directors and the transactions of the General Association were very simple because all of the members were assembled in a comparatively small room.

A stranger would have been impressed by the dignified manner of address, by the attention and interest of the members, by the remarkable knowledge possessed by the speakers who led in the discussion of the themes, by the earnestness and searching spirit of the debates and by the supreme confidence that was continually betrayed in the actual greatness of the work that was planned for the future. It is able to be understood by anyone who has followed the annual meetings of the N. E. A. what a mighty influence it has had in educating its membership in the great problems of the age as its discussions and addresses foreshadow what will follow a quarter of a century later.

This was the first meeting of the industrial education department, but it showed the trend of the thinking of the time. Following this meeting and the Russian exhibit at the Centennial Exhibition, the St. Louis Manual Training School was founded, and the Agricultural and Mechanical colleges began to take advanced ground in claiming for their undertakings equal consideration with that done by the older types of higher education.

1925

Scorn fear this year
And your fate beguile.
Play fair; bit square,
Speak the truth and smile!

Harriet Hickox Heller
Portland, Oregon

THE FIRST MEETING OF THE N. E. A. I ATTENDED

A. W. CLANCY

Minneapolis

Many years ago, before gray hairs commenced to assemble on my head, I attended a State Teachers' Association at Des Moines, Iowa. This was a large and enthusiastic meeting, at which time Henry Sabin, Homer Seerley, James McNaughton, and President Pickard, then of the Iowa State University, were leading figures. It seemed to me that about every couple of hours during the three-days' session that Henry Sabin would sing out the words: "We are all going to Madison." "We are all bound for Madison." Mr. Sabin had to occasionally stop and explain to some of the younger teachers that he meant Madison, Wisconsin, and not Madison, Iowa, where the penitentiary is located.

One morning, about July 5, or 6, in the year 1884, a party left Des Moines, Iowa, at four o'clock in the morning, stayed on the train all day until nine o'clock at night—at which time they reached Madison, Wisconsin.

We had quite a time getting our party bedded and fed, as the hotels were all crowded. If I remember right, I slept on a straw bed that night, in which the straw was much stronger in the middle than on the edges, so I put in the night both lengthwise and crosswise trying to catch a little rest. In the end we were all well cared for and well fed, as well as highly entertained. The State of Iowa, when its forces were rounded up, had at Madison about 400 delegates.

Tall, earnest and smiling, President Bicknell was rallying the forces. He shook hands with everybody, knew everybody and gave them a cordial greeting. One of the incidents I remember most was the great procession of teachers marching behind a band, with banners and songs, very much like an old-fashioned political procession. This enthusiasm made each one feel he must enroll and become a booster for the association.

I heard a number of excellent papers at that meeting, shook hands with many old veterans in the school work that I had never seen before, and came home feeling that my money had been well spent.

The warmest discussion at said meeting that I listened to was in the music section. There were the great disciples of the "Tonic-Sol-Fa System" of music on one side of the discussion, and the "Transferable Do System" on the other side. My conclusion about that discussion is this: That the prophecies of the "Tonic-Sol-Fa System" people never materialized.

We were informed at the opening of the Madison N. E. A. meeting that the Association was badly in debt. At the conclusion of the Madison meeting we were informed by the energetic president, Mr. Bicknell, that the bills were all paid, the old debts would be concelled, and there was several thousand dollars left in the treasury.

This was one of the happiest meetings which I have ever attended.

I wish in conclusion to remember many persons whom I met at the Madison meeting, who have now passed over and are numbered among God's immortals: Dr. Sill of Detroit, William T. Harris, Dr. Tarbell, Andrew J. Rickoff, A. G. Lane, John Hancock, Albert Sabin, Richard Edwards, Louis Soldan, Edwin C. Hewitt, Warren Easton, Dr. E. E. White and many others.

THE FIRST MEETING OF THE N. E. A. I ATTENDED

My dear Dr. Winship: In your letter of April 28, you say: "I shall be much pleased if you will refresh your memory and enjoy telling my readers of

THE FIRST MEETING OF THE N. E. A. I ATTENDED."

Some things connected with my "first meeting" so indelibly impressed themselves upon my mind that it is not necessary "to refresh my memory" to recall them most vividly.

Were I to try, I could not forget the impression made by the commanding personality of President William E. Sheldon and his far-reaching but pleasant-toned voice as he stepped to the front of the stage in the Exposition Building, Chicago, on Tuesday evening, July 12, 1887, and called to order the largest meeting of the N. E. A. held up to that time. I may add in this connection that in all the years since, my greatest joy in attending the meetings of the N. E. A. has been found in forming the acquaintance of great personalities, and there are many such among the school folks, which acquaintance has grown in many instances into friendship both abiding and precious.

I shall always recall with pleasure the concert by the Thomas Orchestra Company, which preceded the formal opening of the great meeting. Some of us, whose musical education had not been neglected but simply entirely omitted, had many misgivings as to our ability to appreciate such a concert, notwithstanding Bob Burdette's oft-quoted and comforting observation that "the best thing about classical music is that it is so much better than it sounds"; but we went, and heard, and were conquered by a delightful program so artistically rendered that it was thoroughly enjoyed and appreciated by "Barbarians" as well as

"Greeks," all of whom heartily applauded the brief but beautifully appropriate opening remarks of President Sheldon, which began with —"There is in this world but one Chicago. There is in this world but one Theodore Thomas Orchestra."

With a full realization that classical music does not "correlate" well with lowing kine and squealing swine, and certainly with no desire to intimate that either suggests the other, I must confess that another unforgetable impression made by the "First Meeting of the N. E. A. I Attended," resulted from my first visit to the Chicago stock yards. I am sure this visit was not without educational significance and am glad to state that it was not the last diversion which has claimed and received attention with resulting pleasure and profit, in connection with the N. E. A. meetings. I have always had deep sympathy for the so-called "educator" who takes an educational meeting like the N. E. A. with such seriousness as compels attendance at all sessions and forbids any recreation even at recess.

Certainly no one who attended the Chicago meeting in 1887 will ever forget the torrid heat which enveloped the city at that time. Many were prostrated, and many more sought relief on the lake. I was one of a party of six who made the trip by boat to Green Bay, Wisconsin. At least three of this small party have since gone on that long voyage upon which all must sooner or later embark. The memory of the happy associations begun with them and scores of others at my first meeting in 1887, and also at the meetings since then, has deepened in its intensity with the passing years, and prompts me now to an expression of grateful appreciation of the opportunity, which the meetings of the N. E. A. have furnished, of knowing many of the rarest souls in the educational world.

I dare not begin to state the many things which crowd into my mind as I follow your suggestion "to refresh my memory," by a few hurried glances at the Volume of Proceedings for 1887. While I might "enjoy telling your readers" some of these things, I am sure "your readers" will be "grateful for what is left in the inkstand."

In closing, permit a brief quotation from the address (page 101) of J. M. Greenwood, then and now superintendent of the Kansas City schools:—

"The object in questioning is twofold, namely: to plant ideas, that they may grow and yield an abundant crop; and secondly, to ascertain the quality of the crop after it is ripe."

In the midst of all the "reforms" and "surveys" and "efficiency tests" of the present day unrest, it might not be amiss to keep in mind that "planting ideas" and "testing the quality of the crop after it is ripe" are still important "functions" of the school.

Sincerely yours,

O. T. Corson.

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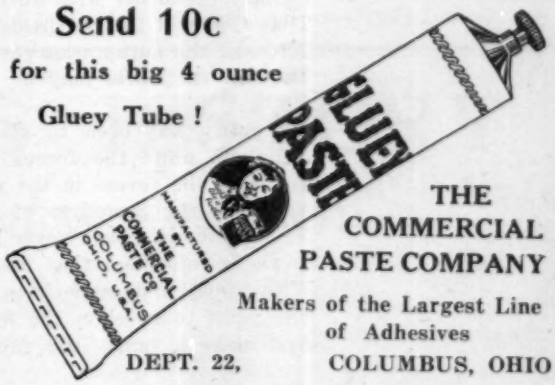

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THE JOURNAL OF EDUCATION

By ALFRED OSMOND,
Head of the English Department of the Brigham Young University,
Provo, Utah.

I am not old, but now that fifty years
Have passed away since I began to be,
And life is gliding through her smiles and tears
Towards her twilight of eternity,
I wish to pause and wave to ships at sea
The greetings of my gratitude and praise
To those who set my captive spirit free
From bondage to the old, historic ways,
When they began to see the light of better days.

But still I gladly turn with friendly eyes
Towards the great processions of the past
That failed to reach the pilgrim's paradise
By founding systems on the sands of cast.
The deserts of dissensions have been vast
That kept the palmers from the Promised Land;
But they have traveled far until at last
The world has come to see and understand
That learning to obey is training to command.

If I have helped the friends of education,
I praise the One from whom all blessings flow,
And thank the loyal legions of my Nation
Who gave me friendly soil in which to grow.
I hope for many things. The few I know
I freely broadcast with an earnest prayer
That God will till the fields in which I sow,
To make the autumn harvest rich and rare,
That all the world may be more beautiful and fair.

My policy has been to speak the truth
And help unite the forces of our learning,
To flame the fevers in the minds of youth
And keep the campfires of our mission burning.
My lanes of life have never had a turning
Towards reformers that distrust the boy.
With toils—and sometimes tears—I have been earning
The right to revel in the fields of joy
And make a name and fame that time cannot destroy.

How long was fifty years? A breathing spell,
A moment that has swiftly flown away
Into the mists of years that rose and fell
Like one whose passion would not brook delay.
My fifty years have been the month of May
That brought forth fragrant roses of delight
And tempting me sometimes to smile and say:
"I know that things are not exactly right,
But still my month of May is precious in my sight."

In fifty years attachments have been formed
That rise above relationships of time,
For castles of my nature have been stormed
By friendly forces—It has been sublime
To live and learn and hear the merry chime
Of bells of happiness, to see the throng
Enlisting men in every land and clime,
To see the youthful minds becoming strong
And making life and love a rich, romantic song.

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Secretary, The New York Society for the Experimental Study of Education

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BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

CONTES DES PROVINCES. Edited, with notes, exercises, and vocabulary, by Suzanne Roth, M. A., Morris High School, New York City. New York, Cincinnati, Chicago: American Book Company. Cloth. Illustrated. 312 pages. Price, 88 cents.

The utilitarian conception of the study of modern languages, which sees nothing in the acquisition of French, or Spanish, or German but a material asset which may bring in a few dollars in the course of a lifetime, has received several body blows in recent years. For instance, the teachers of Spanish, a subject which some short-sighted "educators" would restrict to commercial schools, have gone on record in support of the cultural study of Spanish as opposed to the purely commercial. French of course has never been subjected to the same anti-cultural pressure, but there is nevertheless a little of the same spirit in the attitude of some school administrations towards the study of French. Perhaps the most valuable by-product of modern language study is the improved knowledge of the life and culture, the history and traditions, the soul and psychology of other races. It is possible to attain this increased knowledge, which is unquestionably one of the most potent factors in international understanding and world peace, along with a practical increase in our ability to use French or Spanish or German or Italian or Portuguese, as the case may be. How? By selecting textbooks containing reading material illustrative of the daily life, the art and culture, the history and folklore and traditions of the country whose language we are learning. That is precisely the sort of thing that is done in this attractive new reading text for French classes.

Miss Roth, the editor and compiler, is a well-known French teacher of the New York high schools, and has had considerable experience in textbook-making. "Contes des Provinces," as the title indicates, is a collection of stories and legends of the old provinces of France, now almost lost, unfortunately, under the modern system of division into "departments" instead of the ancient larger divisions. Some of the old provinces, of course, have been able to preserve their identity despite governmental innovations of the sort, especially Brittany, Provence, Alsace, and Lorraine. Language differences probably account for this persistence of the old tradition. In any case, it is distinctly worth while that the student of French should know something of the characteristics of the various parts of France, just as every young American should know something of the differing traditions of our own New England, the Southern States, the great West, California, and the Southwest. Miss Roth has selected 18 stories, representing Languedoc, Roussillon, Béarn, Guyenne, Ile de France, Maine, Normandy, Brittany, Lorraine, Alsace, Auvergne, Touraine, Berry, Nivernais Poitou, Burgundy, Savoy, and Provence, written by such famous authors as Mistral, Bazin, Vautier, Nodier, and Aicard. In these stories we see not only French life and customs in city and country, but the joys and sorrows of various social classes; their life as affected by the school, the church, the government; their life in bygone days and in the present. Each story is preceded by a brief note in French, accompanying the coat of arms of the province it represents. Artistic pictures add to the student's enjoyment of the tales. The editor has provided modern "questionnaires" and exercises based on the text, in which are utilized the most approved devices for such work. A full and accurate vocabulary is included. Typography and binding are tasteful and attractive. The book will find a ready welcome from teachers of French.

KEEPING UP WITH SCIENCE. Notes on Recent Progress in the Various Sciences for Unscientific Readers. Edited by Edwin E. Slosson, M. S., Ph. D. Cloth. Illustrated. New York: Harcourt, Brace and Company.

Dr. Edwin E. Slosson has developed a skill in scientific thinking, and an art in popularizing the latest revelations of science that distinguish him from all other scientific writers. His "Creative Chemistry" was a service to science and to the non-scientific reader at the same time. His "Easy Lessons in Einstein" did more to make the common people appreciate and have faith in Albert Einstein, whom the crude scientists, the "Fundamentalists" in science, were trying to ridicule. Dr. Slosson made Einstein's "relativity" so plain that a "wayfaring man though a fool" could not help understanding it.

"Keeping Up With Science," Dr. Slosson's latest publication, is purely a popular version of scientific discoveries that affect the common people in their everyday life as well as with the success of agriculture, skill in the kitchen, promoting safety, speed and endurance of the airplane, the creating of silk out of Canadian forests, and important remedies out of the smoke, gas, and pitch of soft coal that had been wasted for a century.

In "Keeping Up With Science" Dr. Slosson tells with brilliant simplicity about one hundred and forty of the latest revelations.

It is a book that should be read by every Junior High School student, who should pass an examination upon it as much as upon his lessons in algebra, history or literature, We regret that we have no language that plays into our need when it comes to expressing our appreciation of the service Dr. Slosson is rendering the schools.

RAINBOW GOLD. Poems Old and New Selected for Boys and Girls. By Sara Teasdale. With illustrations by Dugald Walker. Cloth. 265 pages. New York: The Macmillan Company.

Miss Teasdale has made a small collection of poems that would have pleased the child she used to be and the boy who was her playmate. Above all things she has striven to keep the book small, for it was the little books that became her intimate companions.

To make a selection for boys and girls from the countless riches of lyric poetry in our language, and to reduce that selection to the contents of a small book was a grave task. It involved the exclusion, on the grounds of mere lack of space, of so much that one loves. She has succeeded delightfully.

BOOKS RECEIVED

"Housing of High School Programs." By Paul C. Packer. New York City: Teachers College, Columbia University.

"Minimum Essentials of Correct Writing." By Millington F. Carpenter, George Carver, William S. Maulsby and Thomas A. Knott. Price, 80 cents. New York: Harcourt, Brace and Company.

"Notre Y Sur." By W. E. Knight. Price, $1.36. Richmond, Virginia: Johnson Publishing Company.

"Educational Tests and Measurements." By Walter Scott Monroe, James Clarence De Voss and Frederick James Kelley. Price, $2.40.—"The High School Principal." By Leonard V. Koos. Price, $1.20. Boston: Houghton Mifflin Company.

"Picture-Story Reading Lessons"—Series 1. By Miss Nila Banton Smith.—"Cross English Test." By E. A. Cross.—"History of the Philippines." By David P. Barrows. Price, $1.60. Yonkers-on-Hudson, N. Y.: World Book Company.

EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

In San Diego, California, Education Week, 11,409 classroom visitors registered in the thirty-two schools and the daily papers printed seventy columns of reports and notes on the schools, the exhibits and exercises.

The Princeton Club of New York has established a Yale Scholarship, providing a fund of $15,000 therefor. This is in honor of the Yale Club of New York, in appreciation of the comradeship when, during the World War, the two clubs occupied the Yale Club building.

The salaries of Negro teachers in North Carolina, 1921-1925, will be in excess of $7,000,000. New school buildings in cities, towns and rural districts, built in this period, will exceed a total cost of $5,000,000. Other special purposes, such as supervision, summer schools, vocational education, county training and high schools, will add $750,000. This will make a total expenditure in the four-year period of approximately $15,000,000 of public funds on the Negro schools of North Carolina. In the decade 1895-1905. North Carolina did not spend on its whole public school system, including the State University and all other institutions, a sum as large as that which it is now planning to spend within four years for Negro education. No four-year period prior to 1910 in the State's history used so large a sum on all the public schools, white and colored.

Boston University School of Religious Education, Walter S. Athearn, Dean, is promoting pre-school service of mothers and welfare workers and in the week of December 15-20 it put on a demonstration of service under the direction of Professor Alberta Munkres, head of Children's Department.

The Massachusetts Department of Education, through a committee recently appointed, is making a study of the custody of public school buildings and grounds. The investigation will cover all important matters pertaining to the care and upkeep of school property, such as selection of janitors, janitorial duties, janitors' pay, heating, ventilating and sanitation, major and minor repairs and the method of handling repair jobs, working hours of janitors, the employment of women in the janitorial staff and the authority and responsibility of the superintendent, principals, teachers, and supervising janitor in regard to janitor service. The investigation and report of the committee will not only deal with Massachusetts, but will also include some other New England cities and some in New York and New Jersey. The committee is made up as follows: Superintendent W. C. McGinnis, Revere, chairman; Burr F. Jones, State Supervisor of Elementary Education, secretary; Arthur B. Lord, State Department of Education; Dr. Frederika Moore, State Department of Health; Dr. Mary Lakeman, State Department of Health; Superintendent Frank A. Scott, Belmont; and Superintendent John D. Whittier, Hamilton.

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The child with no schooling has one chance in 150,000 of performing distinguished service, according to the Jefferson News of the Jefferson School, Mt. Vernon, N. Y.; with an elementary education he has four times the chance; with a high school education he has eighty-seven times, and with a college education he has 800 times the chance of success.

The high schools of today offer a wide range of subjects adapted to almost every individual need. It is very important therefore, says the Galesburg, Ill., High School Bulletin, that a pupil should make a wise selection of work. To do this, courses should be selected in terms of future needs. The individual's interests and capacities as well as his probable opportunities should be frankly studied. Psychology has well established that no subject is of particular value except as it or the subjects acquired by its mastery, will function in later life. Pupils, therefore, should select subjects that will fit into their life plans, rather than spend their time securing credits for graduation.

The honorary degree of doctor of laws was bestowed by the University of the State of New York at the closing session of its sixtieth Convocation in October upon Charles Evans Hughes, Secretary of State of the United States, and upon Charles William Eliot, president emeritus of Harvard University. The degrees were conferred by Dr. Frank P. Graves, president of the university.

State Superintendent of Michigan Thomas E. Johnson is back of a movement which will increase the state primary school fund by making levies on inheritances and foreign insurance companies. Petitions which put the matter on the spring election ballot are being circulated by the members of the State Teachers' Association. Mr. Johnson claims that additional funds are needed to equalize educational opportunities over the state.

According to Superintendent William J. Bickett of Trenton, N. J., our schools are right when they provide proper opportunities for the children to form right habits of health and conduct; when they provide for the learning of the fundamental subjects; when they provide opportunity for the children actually to practice the activities that will make a good citizen; when they provide for the development of each child's individuality; when they give him opportunity to engage in natural social play, and when they provide situations in which children may acquire correct habits of work and study, which are the basis of correct attitudes toward life.

Warren M. Van Name, principal of the Dewey Junior High School, New York City, has been in the city service for twenty-three years. He is a graduate of the Geneseo State Normal School, with graduate work at Columbia. He became principal of the Dewey Junior High School in 1914. Mr. Van Name functions in many civic and welfare activities in the city.

New York City will have 26,858 new school seats ready for use for the February term. There will be ten new elementary buildings and the George Washington High and the Commercial High—7,039 capacity—ready for use.

The Widener Library of Harvard has recently received from Norman Perkins, '98, of Lawrence, Long Island, a collection of more than fifty manuscripts and volumes nearly all of which were associated with Samuel Taylor Coleridge. Most of the volumes have many annotations written by the great poet on the margins of the pages. The volumes of proof sheets and of early editions show the poet's corrections and improvements of the original texts. George P. Winship, '93, librarian of the Widener Collection, declares this to be one of the most important additions to the library in recent years.

Maine's state school fund is $1,599,912.

The enrollment at Bowdoin College is steadily about 91 per cent from New England. This year 53 per cent are from Maine and 31 per cent from Massachusetts. Twenty years ago 88 per cent were Maine students.

The corner stone of the Texas Technological College at Lubbock has been laid with appropriate ceremonies, and Dr. P. W. Horn and his Western Texas College will soon be functioning in earnest.

MEETINGS TO BE HELD

JANUARY, 1925.

5-10: Association of American Colleges, Chicago, Illinois.
6-8: Conference of Church Workers in Universities, Chicago, Illinois.
16: Louisville Educational Association, Louisville, Kentucky.

FEBRUARY.

23-24: Annual meeting of the National Academy of Visual Instruction, Cincinnati, Ohio. J. W. Ankeney, secretary, Ithaca, N. Y.
22-26: Department of Superintendence, Cincinnati, Ohio.

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